

# Meadowfield Elementary

525 Galway Lane  
Columbia, S. C. 29209

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	621 Students	
<b>Principal</b>	Paula K. Stephens	803-783-5549
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	50	4	0

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Average	Below Average	Yes

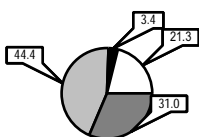
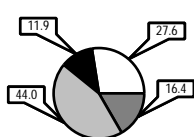
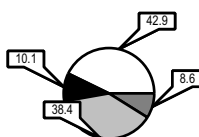
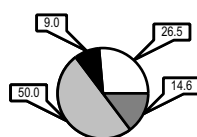
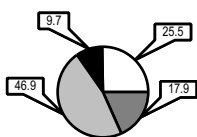
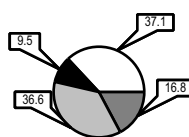
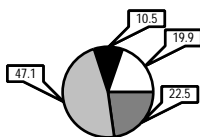
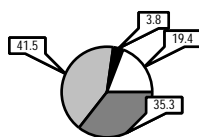
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	291	100.0	21.3	44.4	31.0	3.4	45.9	Yes	Yes
<b>Gender</b>									
Male	148	100.0	29.3	43.6	26.3	0.8	36.1		
Female	143	100.0	13.3	45.2	35.6	5.9	55.6		
<b>Racial/Ethnic Group</b>									
White	62	100.0	6.9	29.3	55.2	8.6	70.7	Yes	Yes
African American	216	100.0	26.3	50.0	22.2	1.5	37.4	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	227	100.0	16.0	43.9	36.3	3.8	53.3		
Disabled	64	100.0	41.1	46.4	10.7	1.8	17.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	291	100.0	21.3	44.4	31.0	3.4	45.9		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	290	100.0	21.3	44.4	31.0	3.4	45.9		
<b>Socio-Economic Status</b>									
Subsidized meals	177	100.0	28.6	47.8	23.6	0.0	34.2	Yes	Yes
Full-pay meals	114	100.0	10.3	39.3	42.1	8.4	63.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	291	99.7	27.6	44.0	16.4	11.9	41.0	Yes	Yes
<b>Gender</b>									
Male	148	100.0	27.8	48.1	14.3	9.8	39.8		
Female	143	99.3	27.4	40.0	18.5	14.1	42.2		
<b>Racial/Ethnic Group</b>									
White	62	100.0	12.1	25.9	29.3	32.8	75.9	Yes	Yes
African American	216	99.5	33.3	48.5	12.1	6.1	29.8	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	227	100.0	21.7	45.3	18.4	14.6	45.8		
Disabled	64	98.4	50.0	39.3	8.9	1.8	23.2	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	291	99.7	27.6	44.0	16.4	11.9	41.0		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	290	99.7	27.6	44.0	16.4	11.9	41.0		
<b>Socio-Economic Status</b>									
Subsidized meals	177	99.4	33.5	47.8	14.3	4.3	28.0	Yes	Yes
Full-pay meals	114	100.0	18.7	38.3	19.6	23.4	60.7		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	291	100.0	42.9	38.4	8.6	10.1	18.7
<b>Gender</b>							
Male	148	100.0	47.4	36.8	7.5	8.3	15.8
Female	143	100.0	38.5	40.0	9.6	11.9	21.5
<b>Racial/Ethnic Group</b>							
White	62	100.0	15.5	37.9	17.2	29.3	46.6
African American	216	100.0	53.0	37.9	5.1	4.0	9.1
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	227	100.0	36.8	41.5	9.4	12.3	21.7
Disabled	64	100.0	66.1	26.8	5.4	1.8	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	291	100.0	42.9	38.4	8.6	10.1	18.7
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	290	100.0	42.9	38.4	8.6	10.1	18.7
<b>Socio-Economic Status</b>							
Subsidized meals	177	100.0	53.4	39.1	5.0	2.5	7.5
Full-pay meals	114	100.0	27.1	37.4	14.0	21.5	35.5

<b>Social Studies</b>							
All Students	291	100.0	26.5	50.0	14.6	9.0	23.5
<b>Gender</b>							
Male	148	100.0	25.6	51.9	12.0	10.5	22.6
Female	143	100.0	27.4	48.1	17.0	7.4	24.4
<b>Racial/Ethnic Group</b>							
White	62	100.0	12.1	36.2	22.4	29.3	51.7
African American	216	100.0	31.8	54.5	10.6	3.0	13.6
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	227	100.0	18.9	54.7	15.6	10.8	26.4
Disabled	64	100.0	55.4	32.1	10.7	1.8	12.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	291	100.0	26.5	50.0	14.6	9.0	23.5
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	290	100.0	26.5	50.0	14.6	9.0	23.5
<b>Socio-Economic Status</b>							
Subsidized meals	177	100.0	32.3	55.3	9.9	2.5	12.4
Full-pay meals	114	100.0	17.8	42.1	21.5	18.7	40.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	109	98.2	20.8	35.8	39.6	3.8	43.4
	4	105	100.0	23.0	44.0	29.0	4.0	33.0
	5	117	99.2	25.0	54.5	19.6	0.9	20.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	14.5	38.6	38.6	8.4	47.0
	4	97	100.0	18.9	53.3	25.6	2.2	27.8
	5	104	100.0	29.5	41.1	29.5	0.0	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	109	100.0	29.0	57.0	10.3	3.7	14.0
	4	105	100.0	35.0	38.0	11.0	16.0	27.0
	5	117	100.0	31.3	40.2	14.3	14.3	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	98.9	15.7	56.6	19.3	8.4	27.7
	4	97	100.0	26.7	45.6	17.8	10.0	27.8
	5	104	100.0	38.9	31.6	12.6	16.8	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	90	100.0	32.5	49.4	12.0	6.0	18.1
	4	97	100.0	42.2	43.3	7.8	6.7	14.4
	5	104	100.0	52.6	24.2	6.3	16.8	23.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	90	100.0	14.5	50.6	26.5	8.4	34.9
	4	97	100.0	16.7	66.7	11.1	5.6	16.7
	5	104	100.0	46.3	33.7	7.4	12.6	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 621)</b>				
First graders who attended full-day kindergarten	99.0%	Up from 78.0%	100.0%	100.0%
Retention rate	2.8%	Down from 3.2%	3.3%	3.0%
Attendance rate	96.4%	Up from 96.1%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.8%	Up from 12.8%	4.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.0%	Up from 9.1%	3.5%	3.2%
Eligible for gifted and talented	17.1%	Down from 18.9%	12.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Up from 11.0%	9.1%	8.2%
Older than usual for grade	0.6%	Up from 0.3%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	No change	0.0%	0.0%
<b>Teachers (n= 53)</b>				
Teachers with advanced degrees	50.9%	Down from 59.2%	53.1%	52.6%
Continuing contract teachers	73.6%	Down from 83.7%	85.9%	83.3%
Highly qualified teachers	89.6%	Down from 90.0%	93.4%	93.5%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 85.9%	87.8%	87.0%
Teacher attendance rate	94.5%	Down from 94.9%	95.0%	95.0%
Average teacher salary	\$44,124	Up 2.3%	\$41,455	\$41,703
Prof. development days/teacher	10.0 days	Up from 7.7 days	13.0 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.9 to 1	18.8 to 1	18.8 to 1
Prime instructional time	90.3%	Down from 90.4%	89.5%	89.8%
Dollars spent per pupil*	\$5,813	Up 4.5%	\$6,092	\$6,242
Percent of expenditures for teacher salaries*	77.5%	Down from 77.8%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.2%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"Blazing a New Trail," our student-selected new motto at Meadowfield Elementary School, freshly depicted in a thematic mural in the lobby, welcomed our students, parents and staff to the school year. Our trail to achieve our school goals began with the implementation of a school-wide student management program, Cooperative Discipline. This program, combined with our "Building Better Mustangs" character education program, proved effective in attaining our goal of demonstrating character traits necessary for responsible citizenship. Results indicate discipline referrals declined by 36 percent from the fall to the spring semester. In comparing the initial and final months of data collection, referrals declined 52 percent.

We addressed our goal to increase student achievement through the operation of school programs, including the Comprehensive After-School Program, extracurricular music and dance programs, mentoring, tutoring, and volunteer programs, Authors' Teas, School-Wide Writes, Accelerated Reader, Math Solutions, Project Mind student programs and the Principles of Learning methods program.

We accomplished our building technology instruction and integration goal through monthly staff development sessions, student participation in the District Visual Literacy Contests, utilization of the computer lab and implementation of a wireless, computer-based math differentiation program for third- and fourth-grade Advanced Academic Program students.

Our efforts in developing collaborative partnerships continued through our affiliation with the Junior League's Smart Matters program, USC Professional Development School, Rolling Readers, VA Hospital Lunch Buddies, Fort Jackson Volunteers, CiCi's Pizza Family Nights and PTO programs. In collaboration with our PTO and SIC, we submitted a Red Carpet School application and implemented a public-relations plan.

We recognized students for effort and achievement through Honor Roll Ceremonies and Terrific Kids, Mustang Counts, Friendly Helpers, Recess Patrol, Student Council and Mustang News Broadcast programs. Our students were recognized as the winners of the USC Reading with the Lady Gamecocks Competition.

Our year concluded with the development of a new, five-year Renewal Plan. Our challenges include meeting our goals for student achievement, enhancing teacher and administrator quality and improving school climate.

We will strive to achieve our goals by utilizing best practices, innovative instructional strategies and current research-based resources and materials to encourage and promote the success of each student. We will provide professional development for faculty and will enhance our environment through collaborative home and community partnerships.

Paula Stephens, Principal  
ChEquita Scott, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	49	84	61
Percent satisfied with learning environment	93.8%	79.5%	95.0%
Percent satisfied with social and physical environment	100.0%	77.8%	80.3%
Percent satisfied with school-home relations	83.3%	82.9%	80.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.